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A 100-item bibliography with English abstracts of books and articles in Polish comprises the third in a series produced to provide information on various aspects of education in Poland. Major attention is given to the types and levels of schooling with listings covering preschool, primary, secondary, vocational, adult, special, and higher education. Social and educational sciences also receive considerable attention. Other sections are devoted to the history of education, laws and legislation, general educational information, the teaching profession, educational statistics, and miscellaneous other relevant problem areas. English translations of each Polish title and an author index are provided. For a related document see FL 001 287. (AF)

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Selected Bibliography of Polish Educational Materials

Chief Editor:
Kazimierz Dąbrowski

Assistant Editor:
Bronisława Golańska

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The bulk of the materials listed in the present issue was published in the period of time from February 1st to April 30th, 1968.

HISTORY OF EDUCATION

201. IWICKA, MARIA. Średnie szkolnictwo ekonomiczne w Polsce do roku 1939. (Secondary Economic Education in Poland Before the War). Warszawa, Państwowe Wydawnictwa Szkolnictwa Zawodowego, 1967. 190 pp.

History of vocational education is strictly connected with the history of social development and material culture. History of economic education in Poland is divided into three parts: before 1918, the between-the-wars period (1918-1939), and after World War II (the present publication covers the first two parts). The book is based on legal educational acts and statistical data (wherever available). Development of economic education is presented on the basis of the economic situation of the country; school structure and programs being determined by the needs and demands of national economy.

202. KURDYBACHA, ŁUKASZ. Wpływ Rewolucji Październikowej i szkoły radzieckiej na polską myśl oświatową. (The Impact of the October Revolution and the Soviet School on the Polish Educational Policy). Warszawa, Państwowe Wydawnictwo Naukowe, 1967. 310 pp.

The work is based on Polish and Russian sources (educational acts of the Soviet Government, Lenin's speeches, pedagogical works by N. Krupska, A. Łunaczarski, P. Błoński). In the years immediately following the October Revolution (1918-1921) Russian educational documents were fairly well-known and popularized in Poland (especially by the left-wing of the Polish society). Later (1922-1928), when the left-wing lost its role in the Polish government, the information concerning education in the USSR was often inaccurate or falsified, yet even in those years several educationalists (Ludwik Krzywicki, Stefania Sempołowska) presented the real situation there. By the year 1932 when the left-wing of the Polish Teachers' Union was formed, publications and papers issued by the Union popularized the Soviet educational achievements.

203. MARCINIAK, JANINA. Bibliografia - dzieje związkowego ruchu nauczycielskiego. (History of Teachers' Union Movement Bibliography). Przegląd Historyczno-Oświatowy. XI 1968 No. 1(39) pp. 106-118.

Bibliography of articles concerning the union movement of teachers, published in the Przegląd Historyczno-Oświatowy (Historical and Educational Review), in the years 1947 and 1959-1967. The bibliography is divided into the following sections:

1. General Works.
2. Beginning of Teachers' Movement. (19th century up to 1918).
3. Mass Teachers Organizations (1919-1930).
4. Polish Teachers' Union.
5. Other Teachers' Organizations.
6. Famous Union Workers.
7. Reports on the Research on Teachers' Movement.

LAWS AND LEGISLATION

204. Instrukcja z dnia 18 stycznia 1968 r. w sprawie wymiaru godzin oraz realizacji programu przedmiotu nauczania p.n. "wychowanie obywatelskie" w III klasie 3-letniego technikum opartego na podbudowie programowej zasadniczej szkoły zawodowej i szkoły przysposobienia rolniczego. (Instruction Issued by Ministry of Education and Higher Education, January 19th, 1968, concerning the time allotment and realization of the program of civic education in last grades of three-year vocational schools which continue the program of junior vocational schools and junior agricultural colleges). Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego. 1963 No. B-3 Item 23.

The instruction concerns the realization of the program of civic education, a new subject introduced to school programs. The subject contains: elements of social development, information on social and political system in Poland, presentation of international relations and the role of socialism. The aim of the subject is to form Marxist attitudes of pupils and to develop their sense of active involvement in the social and political life of the country.

205. Zarządzenie Ministra Oświaty i Szkolnictwa Wyższego z dnia 12 grudnia 1967 r. w sprawie prowadzenia kół naukowych i zespołów zainteresowań w studiach nauczycielskich i Państwowym Instytucie Pedagogiki Specjalnej. (Ordinance Issued by the Minister of Education and Higher Education, December 12th, 1967, concerning the organization of scientific clubs and groups of interests in Teachers' Colleges and in the Polish Institute of Special Pedagogy). Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego. 1968 No. B-2 Item 10.

The ordinance includes directives concerning the organization of scientific clubs and groups of interests in Teachers' Colleges and in the Institute of Special Pedagogy. The clubs are a form of extramural education program for students of these schools developing their interests by means of self--instruction. The participants of these clubs, future teachers, also learn there the principles of organizing extramural activities for pupils of primary (normal and special) schools.

206. Zarządzenie Ministra Oświaty i Szkolnictwa Wyższego z dnia 5 lutego 1968 r. w sprawie klasyfikowania i programowania uczniów oraz wydawania świadectw w szkołach zawodowych. (Ordinance Issued by the Minister of Education and Higher Education, February 5th, 1968, concerning classification and promotion of vocational school pupils, and issuing of school reports). Dziennik Urzędowy Ministerstwa Oświaty i Szkolnictwa Wyższego. 1963 No. B-3 Item 20.

The ordinance includes a set of ruless regulating grading and promoting pupils in vocational schools, and issuing their school reports.

GENERAL INFORMATION ON EDUCATION

207. FALSKI, MARIAN. Oświata w hierarchii potrzeb. (The Place of Education in the Hierarchy of Needs). Życie literackie. XVIII 1968 No. 19(850) p.6.

The social role of education is usually measured by the ratio of financial investments in education as compared to the national budget. In the years 1955-1966,

financial donations show a definite increasing tendency, though, taking into consideration the growing up of the baby-boom generation and popularization of education, the increase does not seem sufficient. Even with existing funds more could be done by means of economizing on less necessary expenses, yet the fact remains that education is underfinanced. Only by increasing donations can the social role of education achieve its proper place in the hierarchy of social needs.

208. PASIERBIŃSKI, TADEUSZ. Zarys organizacji pracy szkoły. (Organization of School Work). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968.

A book for practising and prospective teachers, containing presentation of the practical application of the pedagogical theory. Contains following chapters:

1. Primary School in the Socialist Society.
2. Teacher and Scientific Organization of Work.
3. Headmaster and Organization of School Work.
4. Teachers' Work and Organization of School Work.
5. Planning and Controlling of School Work.
6. Self-Improvement in School Work.
7. Coordination of Students' Organizations.
8. Parents' Committee.
9. School Work and School Authorities.
10. The Party and Union Organizations and School Work.
11. Cooperation between Schools and Social Organizations.
12. School Organization and Its Successful Development.

SOCIAL AND EDUCATIONAL SCIENCES

209. CHMIELOWSKI, BOGUSŁAW. Samodzielność i samorządność uczestników w placówce wychowania pozaszkolnego. (Independence and Self-Government in Centers of Extramural Education). Chowanna. XII(XXII) 1968 No. 1 pp. 132-145.

Centers of extramural education help children and adolescents to organize their leisure time by means of developing their interests (in science, technology, sport,

etc.). Self-government in the groups organized by the center is determined by the following factors:
1. Voluntary participation of the members of the group.
2. Identification of the members with the aims of the group.
3. The program of activity is determined by the members.
4. Active participation in the development of interests and needs of the members.
5. Autonomy of the self-government.
6. Instructors help and take care of the group (but should not govern it).

In practice, the above conditions are not always fulfilled, and self-government is at times more of a fiction than reality.

210. DYMARA, BRONISŁAWA. O technice rozwijania samodzielności w nauczaniu języka polskiego. (Development of Pupils' Independence in Teaching Polish). Chowanna. XII(XXIII) 1968 No. 1 pp. 17--33.

Intensification of pupils' thinking and reasoning processes is one of the main aims of teaching. In order to achieve this aim teachers themselves must fulfill several conditions:
1. Understand the concept of the program material of the subject taught.
2. Modify ideal patterns to the needs of teaching practice.
3. Develop forms of cooperation between teachers and pupils.

The work should begin with the organization of a special classroom where the subject (in this case the Polish language) is taught. Pupils' help and participation in the arrangement of this room is highly advisable. Teaching itself should be based on four forms of learning: learning through assimilation, learning through discovery, learning through emotional participation, learning through work. A plan of a model lesson based on these principles is included.

211. FLEMING, EDWARD. Programowanie w procesie nauczania. (Programming in the Teaching Process). Warszawa, Nasza Księgarnia, 1967. 178 pp.

Programmed teaching greatly increases the efficiency of school. Programmed material can be an integral part of the problem teaching combined with learning in small groups

of pupils. Research works on the structure and forms of programming are conducted in several countries (the USSR, the USA, France, Great Britain, Czechoslovakia, etc.); in Poland, by a Chair of Teaching Methods at Warsaw University. At the moment, there are two main concepts of programmed teaching: the linear system, and ramified system. Several experimental schools introduced programmed teaching. The results achieved in mathematics, geography, history and biology prompt to continue experimenting (though not in lower grades of primary school where traditional methods seem to be more effective).

212. GALANT, JÓZEF. Kontrola pracy uczniów i jej wyników. (Controlling the Results of Pupils' Work). Życie Szkoły. XXIII 1968 No. 5(253) pp. 1-6.

Controlling the results of pupils' work is an important element of educational process determining to a large extend its success. It can be conceived narrowly as a check of teaching attainment, or, which is much more advisable, as an evaluation of a whole teaching process. In school practice, the first concept predominates: teachers often tend to consider controlling as a separate element in their work, inferior to such tasks as presentation of the new material, development of notions, practical application of theoretical knowledge.
Modern teaching theories emphasize the second concept of controlling understood as an integral part of teaching and learning.

213. GEPPERT, MAKSYMILIAN. Rysunki dziecka a pomiar jego poziomu umysłowego. (Children's Drawings as Measures of Intellectual Maturity). Nowa Szkoła. 1968 No. pp. 36-38.

Children's products are determined by their abilities such as motoric skills, quickness of perception, knowledge, efficiency, interests and intelligence. School exercises, drawings, models made by children provide information not only about their psycho--physical abilities but also about their wishes, desires, thoughts. Experimental psychologists by means of analyzing children's drawings can evaluate their intelligence and intellectual maturity. The notion of phases in the development of children's drawings was introduced to psychology by E. Cook (1885), and greatly developed

by F. Goodenough. Her "draw a man" method is still used in differentiating normal from abnormal children.

214. GRYGORCZUK, MIKOŁAJ. Droga dziecka z domu do szkoły a wyniki nauczania. (Commuting to School and Teaching Results). Klasy Łączone. XI 1968 No. 1(56) pp. 27-31.

Investigation on the time wasted by children in commuting to schools was conducted in the Białystok voievodship (predominantly rural district) in the years 1965-66-1966-67. It was established that children 7-15 years old waste two to four hours daily for commuting to schools. Their work-day (school hours, homework, commuting) lasts more than ten hours thus greatly exceeding the work-hours of an adult. Limited sleep hours causing a state of permanent tiredness weaken children's cognitive abilities resulting in poor school grades. The chances for further studies are thus impaired, and the economic social and cultural life of the district cannot develop quickly enough. To improve the situation the author proposes: special grants for children enabling them to live in the town where the school is, development of boarding-schools, organization of special school transportation.

215. GURYCKA, ANTONINA. Dzieci bierne społecznie. (Socially Passive Children). Kwartalnik Pedagogiczny. XIII 1968 No. 1(47) pp. 45-66.

The aim of education (at its every stage) is not only to teach a certain amount of facts but also to form proper attitudes. The basic element of these attitudes is social activity. In every social group there are some people socially passive, who abide by orders, agree, accept, ask rather than initiate new projects, protest, inform and give their own opinions. The research work on social activity/passivity established several causes of the latter:
1. Poor living conditions.
2. Anomalies in the family life.
3. Faulty educational system.
4. Long illness.
Besides these environmental determinants, however, there are certain character traits predisposing social passivity.

216. IZDEBSKA, HELENA. Funkcjonowanie rodziny a zadania opieki nad dzieckiem. (Functioning of the Family and Tasks of Children's Care). Warszawa-Wrocław-Kraków, Ossolineum, 1967. 200 pp.

Up to now research works and studies on the subject centered round situations deviating from the norm, such as school failures and drop-outs, orphans, handicapped children, etc. The present work is an exception in Polish studies: the author discusses the influence of the so-called normal family on the physical and intellectual development of the child. On the basis of the results of her investigations conducted in the years 1959-65, the author decides that it is necessary to assist all parents in their educational tasks. Educational difficulties are often caused by insufficient preparation of parents for their tasks, or by the situation in the family.

217. JAWORSKI, ZYGMUNT. Zarys problemu oceny szkolnej w wychowaniu fizycznym. (The Problem of Grading in Physical Education Classes). Wychowanie Fizyczne i Higiena Szkolna. XVI 1968 No. 2(132) pp. 1-7.

A paper opening a discussion at the scientific conference organized by the Institute of Physical Culture in Warsaw, in September, 1967. The problem of grading is one of the most difficult and controversial in pedagogical theory and practice; grading in physical education, because of the specific character of the subject, is even more so. Grading of pupils' progress in physical education should cover not only their participation in obligatory classes in school, but also other extramural activities connected with the subject. Grading criteria can be divided into following groups: physical fitness, motoric skills, social attitude, and, in special cases, sport activity and theoretical knowledge of the subject.

218. KIERNICKI, BOLESŁAW. Struktura cyklu organizacyjnego. (Structure of the Organizational Cycle). Wychowanie Techniczne w Szkole. VIII 1968 No. 3(68) pp. 97-103.

Educational aims of the school technical education program can be achieved only when classes are organized according to the principles of scientific organization of

work. Classes must be organized in accordance with phases of the organizational cycle:
1. Realization of the aim of the task.
2. Analysis of the task.
3. Preparation of the plan of work.
4. Preparation of tools and materials, distribution of tasks.
5. Realization of the task.
6. Controlling results obtained.
7. Cleaning up the workshop.

The cycle cannot be applied in a mechanical way, however, and must be always adjusted to the particular character of the given task.

219. KRAWCZYK, MIRON. Z badań nad społeczno-moralną postawą młodzieży wiejskiej. (Investigation on the Social and Moral Attitudes of Rural Youth). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 220 pp.

The moral standard of society is one of the problems of modern sociology. The present work is devoted to the moral and social attitudes of the young generation in the rural distict. It presents the results of an investigation conducted in junior agricultural colleges and rural primary schools, by means of questionaires and tests. Tests concerned the recipients' attitude to: work in national and cooperative institutions, stealing of social property, human relations. Additional questions' dealt with the problems of leisure time, interests, hobbies and ideals. The author's assumption that the moral standard of the rural youth is high, but their social involvement low, was verified in the course of the investigation.

220. KUPISIEWICZ, CZESŁAW. W poszukiwaniu nowych koncepcji programowania. (In Search of New Concepts of Programming). Nowa Szkoła. 1968 No. 3 pp. 26-30.

Critical analysis of the present achievements of the programmed teaching method is not leading to its dismisal from school education, but only to its further transformation. All theoreticians of programming came to a conclusion that it cannot be the only method applied. The Chair of Teaching Methods at Warsaw University worked out a mixed program (different from the Sheffield one) based on a combination of linear program, branch program and traditional

teaching methods. Programmed teaching prompts passive learning useful in systematization of acquired knowledge, repetition and controlling, but it prevents development of reasoning and thinking. It seems that it is better to present the text in a conventional manner, analyze and discuss it by the problem method, and only then to include it in the prográm.

221. LEOWSKI, JERZY. Fizjologia pracy a kształcenie zawodowe. (Physiology of Work and Vocational Training), Warszawa, Państwowe Wydawnictwo Szkolnictwa Zawodowego, 1967. 279 pp.

Physiology of work investigates changes in human organism under the impact of work or work conditions. Experimental theoretical results can be then applied in practice (industry, vocational training). It aims at establishing man's abilities of adjustment and resistance of human organism to various active stimulants. A special branch of the science concerns the adaptability of young people (structure and functioning of developing organisms).
The book contains the following chapters:
1. Introduction.
2. General Physiology.
3. Physiology of Physical Work.
4. Physiology of Brain Work.
5. Environment and Physiology of Work.
6. Nourishment and Physiology.
7. Fatigue and Relaxation.
8. Adjusting Work to Human Capacities.
9. Young Workers' Health.

222. LEWIN, ALEKSANDER. Jednostka i grupa w systemie wychowania kolektywnego. (The Individual and the Group in the System of Collective Education). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 231 pp.

The system of collective education can never be rigid and dogmatic; social and historical evolution necessitates its changes. Theoretical works on the system, therefore, should not be conducted only by theoreticians and practitioners of pedagogy, but also by specialists in other social sciences (psychologists, philosophers, sociologists, ethicians, etc.). Material provided by the achievements of Russian pedagogy (Makarenko and his followers) and the program of works conducted by the author at the Institute of

Pedagogy can serve as a basis for a discussion on collective education in Poland. The present work is divided into three parts: the first, "General Problems", deals with the history of collective education and its development in socialist countries; the second, "Sociotechnology" presents methods applied in the system; the third, "Individualization", is a discussion on the reaction of the individual submitted to the system of collective education.

223. ŁOBOCKI, MIECZYSŁAW. Współżycie i współdziałanie uczniów warunkiem skutecznego wychowania szkolnego. (Human Relations and Cooperation as a Condition for Successful School Education). Klasy Łączone. XI 1968 No. 1(56) pp. 9-14.

Forming pupils' active attitudes should prepare them for their future engagement in the life of society. Human relations between pupils and their cooperation, therefore, not only condition the success of school education, but they are to a certain extend, aims of this education. Human relations must be characterized by good will, mutual respect and reciprocal interest. Pupils attending one school form, together with their teachers, a social microorganism where certain laws operate and must be respected. The role of the modern school in the socialist system is to make these laws understood and realized at the earliest possible age.

224. MAZUR, BARBARA. Pojęcie struktury i modelu w dydaktyce. [R.E.] (The Notions of Structure and Model in the Theory of Teaching Methods). Kwartalnik Pedagogiczny. XIII 1968 No. 1(47) pp. 27-33.

An attempt to define the notions of structure, system and model (and their interdependance) according to the laws of cybernetics for the needs of the theory and practice of teaching methods. The basic notion is that of system, or the collection of elements, which can be static or active. Didactic systems can be determined or probable (the latter being divided into closed or open). In the theory of teaching methods the active probable system is most important. The structure of all systems is a complex of relations between the elements of the collection, the structure of the active system is a network of springs

between the elements of the system. The model is an isomorphic system in relation to the original system. There are two types of models: exemplary models, and models exemplifying a process or a phenomenon.

225. MILICER HALINA. Biologiczne aspekty sportu młodzieżowego. (Biological Aspects of Sport). Wychowanie Fizyczne i Higiena Szkolna. XVI 1968 No. 3(133) pp. 1-6.

There is a definite correlation between biological aspect of organism and its physical fitness. Physical fitness is to a large extend determined by heredity and dependent on biological processes yet both groups of factors can be attenuated by exercises and sport activity. Experiments prove that biological processes can be prompted by physical activity, faults of structure corrected and harmonious development of the body achieved. Physical training, however, must be adjusted to special character of every phase of physical development, exhaustive sport activity started at an early age (before puberty) can be harmful.

226. MILLER, ROMANA. Szkolne koła przyjaciół teatru jako jedna z form wychowania widza teatralnego. (School Clubs of the Theater Friends). Nowa Szkoła. 1968 No. 3 pp. 39-44.

Teenagers are rarely enthusiastic theatergoers, yet when well prepared for the reception of theater plays, show astonishing perception and sensitivity. The school program does not prepare for this reception and thus other forms of cooperation between schools and the theater must be organized. In 1963, school authorities in Gdańsk and the management of theaters on the coast began to organize clubs of theater friends in vocational and secondary schools in the district. The clubs distributed theater tickets, organized discussions after the performance, arranged meetings with theater directors and actors, subscribed to theatrical periodicals. Some clubs organized amateur theatricals.

227. MOSKAL, FELIKS. Czynniki warunkujące powodzenie szkolne wychowanków domów dziecka. (Factors Determining School Success of Pupils from Houses of Children's Care). Problemy Opiekuńczo-Wychowawcze. 1968 No. 2(115) pp. 6-10.

The article is a result of the author's observations on the school work of inhabitants of houses of children's care and interviews with children themselves and their instructors. To secure good results of pupils narrow didactism (the author's term covering organization and control of pupils' homework) does not suffice, psychological factors are much more important. The instructor's work should be based on thorough knowledge of children and should aim at forming proper atmosphere in the house (educational, emotional, cultural). Positive stimulants (praise, appreciation of the work done, symbolical awards) and real interest in all affairs of children help to create really homelike atmosphere thus prompting children's development in all fields of activity (school work included).

228. NOMAŃCZUK, PIOTR. Uwagi o efektywności lekcji języka rosyjskiego. (Remarks on the Efficiency of the Russian Language Classes). Język Rosyjski. XXI 1968 No. 2(110) pp. 20-24.

There are several methods of increasing the efficiency of teaching, one of them seems to be a change in the traditional structure of the class (begun with the repetition of the previous material and correcting of assigned homework). Psychologists proved that registering of the foreign language structures is a work tiring the student and subsequently causing the weakening of his perceptive process. Interest in the subject does not prolong the time of active perception (usually lasting 20 to 25 minutes) but can only intensify it. A good knowledge of the language helps in perception but does not prolong its duration either. In view of this fact it seems sensible to begin a class with the presentation of the new material (when pupils' perception is at its highest), and the second part of the class devote to repetitions both of the previous and present classes. Independent work of pupils (controlled by the teacher and pupils themselves) during this second part also seems to be effective.

229. PIETER, JÓZEF. Nauka i wiedza. (Science and Knowledge). Warszawa, Nasza Księgarnia, 1967. 304 pp.

A popular work on the history of science, social and psychic conditions of scientific work, and its basic tasks and forms. Scientific work is a form of creative work characterised by:

1. Reflecting parts of reality or systems of its organization, which have been previously unknown.
2. By means of technical innovatious organizing phenomena unknown in nature.
3. Forming notions, systems of notions, or models which reflect reality and serve to subject it to human needs.

Scientific work can be divided into: research, conceptive, analytical, problem and theoretical and can be conducted individually, collectively or complexively. Every scientific project passes through several phases: presentàtion of the problem, analysis of literature on the subject; discussion on necessary assumptions, determination of research methods, research proper, organization of the material, statistical presentation of results, preparation of manuscript for publication.

230. PIETER, JÓZEF. Samodzielność w uczeniu się. (Independence in Studying). Chowanna. XII(XXIII) 1968 No. 1 pp. 1-16.

Independence is one of basic ideals of social life in modern civilization based on technology and science. Thus it is also a basic ideal of modern education. Teaching and educational processes must aim at formation of pupils' independence of thinking and acting. The problem teaching method seems to hèlp in realizing this objective, yet it is applicable only to some parts of the school program material (constant changes in the program determined by the development of science). Moreover, the program teaching method adjusted to the class organization of school work cannot form pupils' habits of facing and solving problems and situations (though it teaches · them to discuss the problem once it is presented). The best solution seems to lie in the self-instruction work skillfully directed by the teacher. The question whether school work can be based on pupils' self-instruction remains open.

231. RACINOWSKI, SATURNIN. Pytania i odpowiedzi. (Questions and Answers). Warszawa, Nasza Księgarnia, 1967. 232 pp.

The importance of questions and answers cannot be restricted solely to teaching and education; it can be extended to all difficult or controversial situations in life, science, politics, economics. Whenever man is confronted with new things, phenomena, processes which he cannot comprehend or explain, he asks questions aiming at obtaining the required explanation. If the question is well formulated the answer must reveal the connection between the facts already known and the new disturbing element. Problem questions are results of independent brain work, and the process of formulating them develops intellectual and social abilities of man, at the same time giving a right motivation (curiosity and interest) for his cognitive activity.

232. RUDNIAŃSKI, JAROSŁAW. Warsztat pracy domowej ucznia. (Pupil's Homework Workshop). Problemy Opiekuńczo-Wychowawcze. 1968 No. 4(117) pp. 26-31.

Good spatial organization of workshop has a great impact on the results of work. This maxim can be applied not only to factory workers or housewives, but also to school children. Children living in boarding houses or homes for children are already handicapped (lack of family, warmth and affection), and the organization of their life must be paid great attention. There are special medical norms which must be observed in organizing pupils' workshops (size of the place, ventilation, lighting facilities, isolation of noise, etc.), but other pedagogical and esthetic requirements must be added. Every child must be given his own place with shelves or drawers for books; study hours must be correlated with other duties and occupations.

233. SAWICKI, MIECZYSŁAW. O integracji fizyki i techniki w procesie nauczania. (Integration of Physics and Technology in the Teaching Process). Klasy Łączone. XI 1968 No. 2(57) pp. 66-74.

According to accepted definitions polytechnical education is characterized by two elements: it is based on mathematics and natural science, and it combines brain work with physical effort. It aims at giving young people vocational orientation and preparation for future work, and at introducing elements of technical culture. The objectives are achieved by including elements of polytechnical knowledge to the program of developing abilities of technical thinking and forming abili-

ties of the senses and manual skills. In practice these theoretical assumptions can rarely be realized: the development of technology is too rapid to be followed by school programs. The best form of realizing polytechnical education in schools seems to be therefore development of pupils' ability of constructive creative thinking (based on sound knowledge of the laws of physics).

234. SAWICKI, MIECZYSŁAW. Współczesne rozumienie zasady poglądowości. (Modern Concept of the Subject Teaching). Nowa Szkoła. 1968 No. 2 pp. 26-28.

University examination boards complain of the poor knowledge of physics and mathematics on part of the university candidates. High school teachers must therefore verify their teaching methods in order to improve teaching results. One of the possible suggestions for modernization is the subject teaching method based on the philosophical theory of cognition. According to this theory the basic source of information on nature is nature itself. The teacher must organize situations in which pupils perceive scientific facts and laws through the senses. In the introductory course of physics it can be done by organizing classes based on mechanical models, in the advanced by introducing functional (mathematical equations), analogous, and structural models.

235. SUCHODOLSKI, BOGDAN. Podstawy wychowania socjalistycznego. (Bases of Socialist Education). Warszawa, Książka i Wiedza, 1967. 282 pp.

Marxist theory of culture and history caused a revolution of educational concepts: the historical development of man is determined by his social activity in the transformation of reality according to his needs. History of education (both in capitalistic and socialistic countries) discussed from this point of view achieves quite a new perspective and so do the aims of education in the two social systems. The realization of new educational objectives determined by society, work and culture, cannot be obtained by traditional forms of education (mental, physical, moral and esthetical). New classification and new methods are needed, such as education - through - work, education - through - technology, education - through - art, and education - through - so-

ciety. All these forms help to develop pupils active involvement in the life of their environment which is one of the chief aims of socialist education.

236. SYSKA, JÓZEF. W sprawie badania dojrzałości do nauki szkolnej. (Determination of School Maturity). Kwartalnik Pedagogiczny. XIII 1968 No. 1(47) pp. 67-77.

Research on (and practice of) determination of children's school maturity established that:

1. Examination of children's maturity enables nursery school instructors and teachers to know the children much better.
2. The examination should be conducted in the last term in nursery schools.
3. Nursery schools should introduce a program of exercises developing skills of the eye and the hand.
4. Exercises with learning aids prompt the intellectual development of children.
5. Backwardness early discovered can be corrected.
6. Exercises should be conducted individually or in very small groups.
7. Some elements of the 3 Rs can be taught to more developed children in nursery schools.
8. The examination of school maturity should be repeated in the first grade of primary schools, and corrective exercises introduced (whenever necessary).

237. TUREK, FRANCISZEK. Opracowanie tekstów programowych. (Preparation of Programmed Texts). Szkoła Zawodowa. 1968 Nr. 3(288) pp. 25-28.

Psychology does not yet offer all algorythms of pupils' and teachers' work necessary for preparation of programmed texts. Complete realization of programmed teaching is not possible in the present, yet some of its elements can be applied (directed assimilation of knowledge, controlling teaching results). In programming texts aims of education and specific character of various subjects must be carefully considered. Most important in teaching are general regularities of the given science, illustrated with the material taught (help of computors in selecting the material). Various channels of information can be used in the presentation of the material.

238. WIERUSZEWSKI, STANISŁAW. Samodzielność w nauczaniu matematyki. (Independence in Teaching Mathematics). Chowanna. XII(XXIII) 1968 No. 1 pp. 81-104.

New teaching programs of reformed primary and secondary schools introduce not only modern material but also modern teaching methods. Former programs were directed mainly to teachers, pupils' role being restricted to passive reception, new programs assume pupils' active participation in the teaching process. According to the new program teachers are not only to provide their pupils with a certain amount of knowledge, but also to form their habits of independent studies based on abilities of seeing, formulating and solving problems. This second task is specially important in teaching mathematics; every element of the class in mathematics (repetition of the previous class, correcting homework, presentation and application of new material, assignment for the next class) should aim at developing pupils' ability to reason.

239. WOJNAR, IRENA. Nauczyciel a sztuka. [R.E.] (Teacher and Art). Kwartalnik Pedagogiczny. XIII 1968 No. 1(47) pp. 11-25.

The "teacher and art" problem can be analyzed and discussed from different points of view. The most obvious approach would be the one concerning professional duties of artistic subjects teachers: the Polish literature teacher, the fine arts teacher, the music education teacher. The discussion would then center round the specific character of the art taught, the teachers' knowledge and perception of it, teaching methods appropriate to the subject, etc. There is also, however, a much more general conception of the problem. According to the education - through - art theory, art can have an important role in the formation of personality and character (hence better preparation for one's role in society), and therefore it can be applied to teachers of all subjects helping them in fulfilling their difficult professional and human tasks.

240. WOŁOSZYNOWA, LIDIA. Rozwój i wychowanie dzieci w młodszym wieku szkolnym. (Development and Education of Young Children). Warszawa, Nasza Księgarnia, 1967. 244 pp.

The book is directed to teachers, educators and parents, and presents various, often controversial opinions on psychology and pedagogy of young children. Methodological bases of child's psychology emphasize the role of the genetic approach, yet developmental processes are largely dependent on teaching and education (pedagogical experiments conducted in the USSR, and in some Polish schools). Developmental psychology distinquishes such aspects of the child's development:

1. Physical development.
2. Child's work- and play-time.
3. Mental development (sensual perception, memory).
4. Speaking ability.
5. Reasoning ability.

Development of personality is determined by temperament and environment (family and schools).

241. ZACZYŃSKI, WŁADYSŁAW. Rozwój metody eksperymentalnej i jej zastosowanie w dydaktyce. (Development of the Experimental Method and Its Application in Pedagogy). Warszawa, Państwowe Wydawnictwo Naukowe, 1967. 298 pp.

The theory of Francis Bacon opposing the Aristotelian thesis of induction began a new era of science; accidental experiments were substituted by directed and documented experiments. Scientific research begins with a hypothesis which is later verified by experiments, and finally controlled. At first, the method was used only in natural sciences, later it was extented to social sciences as well. The experimental method is nowadays widely used in pedagogy. The pedagogical experiment should be organized in natural conditions, i.e. in schools well equipped with teaching aids necessary for the experiment, and can be conducted according to one of the three research techniques: one group technique, the parallel groups technique, the rotation technique.

242. ZBOROWSKI, JAN. Środki audiowizualne i techniczne w procesie nauczania. (Audio-Visual and Technical Aids in the Educational Process). Opole, Wyższa Szkoła Pedagogiczna, 1967. 69 pp.

Development of technology in the modern era greatly enriched the scope of teaching aids used in school practice. The author divides them into three groups: auditive, visual and audio-visual (teaching machines are not in-

cluded). All technical aids increase the knowledge of pupils based on sensual experiences greatly superior to mere verbally-oral confrontation. Danger inherent in audio-visual aids is passive reception of the facts presented. Teachers using technical aids should organize classes so as to secure pupils' active participation in them by developing critical and alert attitudes to the material thus presented. Another problem concerns the audio-visual aids of communication outside schools. Is there any possibility of controlling and using in school thus obtained information?

THE TEACHER'S PROFESSION

243. GAŁECKI, WŁODZIMIERZ. Kształcenie nauczycieli języka rosyjskiego. (Training Teachers of the Russian Language). Nowa Szkoła. 1968 No. 2 pp. 11-15.

The Russian language is in the program of all schools in Poland (primary, secondary, vocational). According to modern system of foreign language teaching pupils are to acquire active knowledge of the language (speaking and understanding before reading and translating), and teachers' command of the language is therefore most essential. University course of the Russian language suffices, courses in two-year teachers' colleges do not. Visits to the Soviet Union and vacation language camps are of course most advisable (the use of the language in everyday situations). Courses in historical grammar and Old-Russian literature seem disputable; a course in the cultural history of the country seems much more commendable. Courses in general linguistics, psychology of foreing languages teaching, and methods of teaching the Russian language must be part of the training courses for future teachers.

244. KOWALCZYK, WŁADYSŁAW. O potrzebie planowego dokształcania i doskonalenia nauczycieli szkolnictwa zawodowego. (On the Necessity of Planning the System of Improving the Qualifications of Vocational School Teachers). Szkoła Zawodowa. 1968 No. 2(287) pp. 1-4.

The vocational school reform determines the necessity of improving qualifications of teachers there. The Ministry of Education and

Higher Education proposes the following directives for this program:

1. Ideological, scientific, pedagogical and administrative qualifications of the vocational school staff must be included in the program of training.
2. Two main forms of training should be: self-instruction, and special additional courses.
3. Self-instruction should include ideological, scientific and pedagogical subjects.
4. Ideological training should cover teachers and headmasters.
5. Scientific and pedagogical self-instruction should cover teachers of all subjects, instructors in boarding houses and librarians.
6. Special additional courses should be organized for headmasters, managers of school workshops, administrators of boarding-houses.

245. NOWAK, JAN. W sprawie rocznego studium pedagogicznego. (One-Year Pedagogical Course). Szkoła Zawodowa. 1968 No. 2(267) pp. 27-28.

Vocational schools are the main form of training primary school alumni in the Cracow voievodship. Because of growing popularity of this form of training, school authorities had to employ specialists with no pedagogical training for teaching vocational subject. In 1961, Cracow school authorities organized, a one-year pedagogical course for these teachers. Lectures and classes were organized over weekends, and prepared mainly for self-instruction study of pedagogy. The courses proved extremely successful, and therefore it does not seem necessary to introduce certain modifications in their structure, which have been proposed by the Ministry of Education and Higher Education.

246. O projektach zmian w systemie kształcenia kadr. (Planned Changes in the System of Teachers' Training). Życie Warszawy. XXV 1968 No. 124(7657) pp. 1 and 4.

An interview of the Życie Warszawy daily with the Minister of Education and Higher Education, Professor Henryk Jabłoński on the planned reform of the teachers' training system. The project of the reform was presented for an open public discussion, and now is going to be presented to the Sejm (Polish

Parliament) Committee of Science and Education. The reform will cover the training of teachers for schools of all levels, but its most important section concerns training of teachers for primary education. The preparation for profession given by teachers' colleges no longer suffices; in the reformed system they will be transformed into three-year advanced schools of university status.

247. SADAJ, BOLESŁAW. Społeczne problemy zawodu nauczyciela. Nauczyciel, zawód, środowisko. (Social Problems of the Teacher's Profession. Teacher, Vocation, Environment). 2nd Edition. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 280 pp.

Various investigations on the social opinion accertained that:

1. There are differentiated moral requirements in relation to various professions.
2. The requirements are particularly high in relation to those whose profession is to evaluate human behavior. i.e. lawyers and teachers.
3. In relation to teachers the requirements, always high, differ according to the age of their pupils (the younger the pupils, the higher the requirements).

Teacher's profession does not usually open a brilliant career, neither does it offer good material conditions, yet, to counter-balance these drawbacks, it has a high social standing and good social tradition. Teachers' involvement in the social work depends on their adjustment to the local environment.

248. STANKIEWICZ, Z. and SUZIN, A. Materiały pomocnicze do wychowania muzycznego w liceum pedagogicznym dla wychowawczyń przedszkoli Kl. I. (Teaching Aid for Musical Education. Schools for Nursery School Instructors. Grade I). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 204 pp.

Education - through - art is an accepted theory in modern pedagogy. Free artistic expression has an immense influence on the formation of personality and harmonious development of child's character. Nearly all children are born painters, actors and singers (even if the performance gives more pleasure to themselves than to their environment). Educational institutions (nursery schools, school children's clubs, houses of culture) should develop these abilities, instead of, as it often happened in the past, thwarting them. The present textbook on musical educa-

tion for future nursery school instructors contains information on teaching rudiments of music and singing to small children. Songs and musical scores are included.

249. WOJNAR, IRENA. Nauczyciel i wychowanie estetyczne. (Teacher and Esthetic Education). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych 1968. 148 + + 24 pp.

Esthetic education achieves special importance nowadays when general culture of every man is one of the burning problems. It is no longer restricted to the attitude to and perception of art, but is extended to man's attitude to and awareness of himself, other people, his work, the whole world. The school program of esthetic education achieves quite different proportions and covers not only pupils but also their parents and teachers. It can be conceived as education - through - art or as esthetic orientation of educational activity and reality. In all these concepts teacher aspires to the role and status of a creative artist.

See also: 203, 205, 208, 267

SCHOOLS AND INSTITUTIONS

(by typer or level)

P r e s c h o o l

250. BARTKOWSKA, TERESA. Rozwój wymowy dziecka przedszkolnego jako wynik oddziaływania rodziny i przedszkola. (Development of Pronounciation of Children of Preschool Age as Determined by Educational Influences of the Family and the Nursery School). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 128 pp.

A summing-up of long research works on the pronounciation of children of preschool age. The research subject was to discover regularities in the development of children's ability to speak, and to determine the character and attributes of the process. The influence of the environment (family, nursery school) was investigated; children of well-educated families usually start to speak earlier, their pronounciation is usually faultless, vocabulary rich. Children of working class families, and those of rural districts often have troubles with speaking abilities; nursery schools

in these areas should (and often do) organize special ortophonic exercises correcting and developing pronounciation.

251. ŁOPATKOWA, MARIA. Wychowanie dziecka wiejskiego w okresie przedszkolnym. (Preschool Education of Rural Children). Wychowanie w Przedszkolu. XXI (1968) No. 4(216) pp. 169-176.

Harmonious evelopment of man's personality is largely dependent on proper educational influences from the earliest possible age. Children of preschool age in rural districts are often deprived of these influences - parents take care of their physical and material needs but neglect intellectual and psychic ones. Toys of real educational and esthetical values, which constitute regular part of urban children's world, are almost unknown to rural children. Vocabulary of rural children is poorer especially that concerning abstract words and notions (though they have a good knowledge of words concerning farming and natural science). Attempts at artistic expression are rarely made by rural children - parents tend to scorn these drawings and paintings. The situation can be improved by developing rural network of nursery schools and popularization of mass media.

252. Przyroda w wychowaniu przedszkolnym.(Natural Science in the Preschool Education). Selected and edited by M. DMOCHOWSKA. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 224 pp.

In the complicated world of adults, full of unknown and incomprehensible phenomena, children often feel lost; in nature they always find an inexhaustible source of emotions, impressions and knowledge. Changes and transformations in nature, natural process of growth and decay provide various possibilities for intellectual explorations of children. Nature prompts a harmonious development of the child's personality and therefore its educational importance cannot be overemphasized. The book consists of works of various authors, all nursery school instructors, presenting forms and methods of introducing children to the world of nature. It is divided into four parts:

1. Walks, Talks, Observations.
2. Games.
3. Methods of Developing Children's Perception in Contact with Nature.
4. Work in Nursery School Gardens.

P r i m a r y

253. Jak nauczyłem dzieci pisać i czytać. (How Did I Teach Children to Read and Write). Edited by F. Szedny. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 260 pp.

Learning to decipher printing signs and to connect them into words and sentences is usually difficult for children. Finding forms of teaching these skills is one of the most difficult tasks of teachers of primary schools. Nowadays they are greatly helped by the achievements of such sciences as developmental psychology and psychodidactics. The present book contains works of eight teachers presenting their own experience in teaching children to read and write. Various methods are discussed (reading whole words, dividing words into syllables, learning alphabet first, etc.), teaching aids recommended (illustrations signed, graphical representations, etc.), results obtained presented.

254. LESIAK, ZDZISŁAW. U progu szkoły. (On the Threshold of School). Wychowanie. 1968 No. 7(200) pp.34-37.

The beginning of school career is a turning point in child's life. Whether the moment is a portend of success or failure depends on the physical, mental, emotional and social development of the child, or in other words on his school maturity. Determination of the school maturity is a complicated problem for psychologists and teachers. In 1958, examination conducted by school authorities in Warsaw established that 35% of first graders had to be send to various specialized medical centers (in most cases those children were considered as perfectly well developed by their parents). In 1964, a new system of registering children to school was introduced in Warsaw; every child has a special register card containing all necessary information on his health, development, intelligence, family situation, etc.

255. LEWIN, ALEKSANDER and MILEWICZ, BOLESŁAW. Dzieci a współczesność. (Children and the Modern World). Nowa Szkoła. 1968 No. 2 pp. 35-38.

In June, 1966, the Center on Teaching Methods in Warsaw organized a national investigation on primary school pupils' knowledge of two basic subjects: mathematics and the Polish

language. The second test included five questions concerning selected aspects of contemporary life. Answers to these questions were to provide the material for the investigation on the social maturity of the high school alumni. Three elements determining social maturity were examined:

1. Knowledge on society (problems of the school, the country, the world).
2. Attitude to social problems (interest in and involvement in political subjects).
3. Planning social activities (preparation for future active participation in the life of society).

256. MACHERCZYK, KRYSTYNA and JERZY. Kształtowanie wyobrażeń i pojęć historycznych w klasie IV. (Forming Notions of History in Grade 4). Życie Szkoły. XXIII 1968 No. 4(252) pp. 16-28.

An article written by practising teachers presenting their experience in forming pupils' notions of history by means of the problem method. The experiment was conducted on the basis of historical test read and discussed during the Polish language classes in grade 4. Historical subjects should be a source of knowledge to pupils (in this case the knowledge of notions). First it was necessary to establish the notions already comprehended by the pupils, then to group unknown notions with examples explaining them (a long chart of rudimentary notions appearing in the texts, with methods of explaining them is included). The understanding of notions introduced to pupils was regularly checked (drawings and pictures made by children or presented to them proved very helpful).

257. Szkoły wiodące w województwie lubelskim. (Leading Schools in the Lublin Voievodship). Edited by Edward Machocki and Edward Zachajkiewicz. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967.232 pp.

The book contains articles by practising teachers of primary schools in the Lublin voievodship. They deal with the introduction of the new system of teaching to rural schools, and with the achievements of pedagogical experimenting there. Problems most widely discussed are: combining theory and practice in teaching (plans of model classes are included), education - through - social work (school self-governments, youth organizations,

etc.), problem teaching in small groups. Several authors discuss the problem of the school maturity of children entering primary schools and forms of checking it (special psychological tests).

258. WĘGRZYNOWICZ, JACEK. Pracownia techniczna w szkole podstawowej i w liceum ogólnokształcącym. (Technical Workshop in Primary and Secondary Schools). Wychowanie Techniczne w Szkole. VIII 1968 No. 4 (69) pp. 167-184.

Technical subjects aim at teaching young people the process of productive work. Teaching this process must be organized in special classrooms, called technical workshops, adjusted to the requirements of the subject. The technical workshop consists of a special hall adjusted to technical work, and additional rooms for storage and preparatibn of material for classes. To organize the workshop it is necessary to establish the program of works to be conducted there. In primary schools the program of practical and technical classes includes: working of wood, metals, plastic materials, electrotechnical exercises, sewing and cooking; in high schools the program of technical education includes: technical designing, modelling on machinery, making various objects and tools, experimenting with various tools and products.

259. WOJCIECHOWSKI, KAZIMIERZ. Oceniamy 8-latkę. (8-Year Primary School). Głos Nauczycielski. LI 1968 No. 11 pp. 1 and 6-7.

A summing-up of a press discussion on the achievements of the primary school reform (introduction of 8-year obligatory schooling). The very fact of prolongation of primary schools is a great social and educational achievement. The network of schools is well-planned, and practically every child has an easy access to school. Material investments preceding the introduction of the school reform were great, yet they will have to be continued (school aids and laboratory equipment especially in rural districts). New programs, and textbooks attached to them, would have to be most probably modified (the Polish language and the civic education programs). Qualifications of teaching staff show improvement, yet they have to be still perfected (indirectly connected with that is the problem of teachers' living conditions).

260. Temat: 8-latka. (The Subject: Eight Year Primary School). Głos Nauczycielski. LI 1968 No. 13 pp. 5-7.

A report on the Plenary Meeting of the Main Administration of the Polish Teachers' Union devoted to the problems of the realization of the primary school reform. The eight year primary school prompts the development of knowledge, education and culture in our country. In spite of its shortcomings, it still offers great possibilities for all young people. The subjects discussed at the meeting were: primary school network, material investments, teaching staff, teaching programs and textbooks, teaching and educating, school equipment and reading assignments. Suggestions and proposals concerning the above problems submitted by the delegates will be considered by educational authorities.

261. ZAJDA, KONSTANTY. Zajęcia praktyczno-techniczne w klasach I-IV. (Practical and Technical Classes in Grades 1-4). 2nd Edition. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 268 pp.

Practical and technical education as a teaching subject in the first grades of primary school is to develop children's ability of independent thinking and their manual skills. The program proceeds from simple tasks of artistic character (drawing, paper-cutting, modelling) to technical exercises (making simple objects of utalitarian character). The book is addressed to teachers of the subject and contains an encyclopoedic information on materials and tools necessary for executing tasks assigned by the program. Numerous plans of model lessons are enclosed, as well as photographs of objects made by pupils.

262. ZAJDA, KONSTANTY. Zajęcia praktyczno-techniczne w klasach V-VIII. (Practical and Technical Classes in Grades 5-8). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 232 pp.

The role of technical education has been growing since 1958; the program of the reformed primary school allots a greater number of classes to this subject and enlarges its scope. The subject is to develop pupils ability to concentrate, and is to form their memory, imagination, intelligence. The program of technical education is strictly correlated with physics, mathematics, chemistry

and biology. In the course of the program pupils are acquainted with scientific bases of production and technology, principles of work organization, and structure and use of typical tools and simple machines. Forms of classes differ and range from typical lectures and oral presentation of the material, to practical exercises in school laboratories and workshops.

S e c o n d a r y

263. BUKAŁOWA, DANUTA. Teoria i praktyka. (Theory and Practice). Głos Nauczycielski. LI 1968 No.19 pp. 6-7.

School programs and textbooks cannot be changed every year. They must be modern and as much up to date as possible, yet at the same time they must be adjusted to the real possibilities of the school. The program for technical education in high schools is excellent from theoretical point of view, in practice, however, it can hardly be realized. The present state of school workshops prevents the execution of many tasks assigned by the program. Instead of fulfilling the ideals of the education-through - work method, the subject becomes an oral presentation of the knowledge of technology. It is not enough to prepare an ideal program; it must be accompanied by securing means and equipment for its realization.

264. OLEŚIAK, JÓZEF. Wyniki nauczania w warszawskich liceach ogólnokształcących w świetle egzaminów wstępnych. (Teaching Results of Warsaw High Schools as Seen at University Entrance Examinations). Życie Szkoły Wyższej. XVI 1968 No. 4 pp. 92-109.

The results of university entrance examinations cannot serve as absolute and objective criteria for evaluating the efficiency of teaching in high schools. Figures obtained during the examinations can be treated only as illustrations for statistical presentation of the following aspects of the subject:

1. Number of university candidates.
2. Results of university entrance examinations.
3. Results of university entrance examinations compared to the efficiency of high schools and results of final high school examinations.

4. Results of university entrance examinations and further progress of accepted students.
5. Distribution of high school graduates to various advanced schools.
6. Results in examination subjects.

265. Środki techniczne w nauczaniu języka polskiego w szkole średniej. (Technical Aids in the Polish Language Teaching in High Schools). Edited by Alicja Szlązakowa. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1967. 248 pp.

A collection of pedagogical lectures written by high school teachers on the application of technical aids in the Polish language teaching. Simple aids such as tape-recorders and epidiascopes are used for presentation of writers' biographies and literary epochs and for plastic analysis of literary works. More complex aids such as radio-broadcasting, TV programs, and films should be treated as independent artistic disciplines. Radio broadcasting should be used for developing artistic perception and critical abilities of pupils. It can be done by assigning to write and record a literary radio program. Comparing literary works to their film adaptations enables young people to comprehend specific character of both arts.

266. ŚLIWIŃSKA, MARIA. Kilka uwag na temat realizacji pierwszej części programu "wychowania obywatelskiego" w szkołach średnich. (Remarks on the Realization of the First Part of the "Citizenship Education" Program in High Schools). Wychowanie. 1968 No. 5(198) pp. 21-23.

Citizenship education was introduced to high schools in the school year 1967-68; previously the subject was introduced to primary schools, and universities (Principles of Political Sciences). The program of citizenship education for high schools consists of four parts:
1. Society and laws of its development.
2. Bases of social economic and political system in Poland.
3. Political problems of the contemporary world.
4. Man in the socialist society.

The structure of the first part renders the material too difficult for high school students. It presupposes a certain knowledge of philosophical and sociological notions and concepts in most cases alien to young people.

It seems necessary to introduce some additional information to the program, and re-arrange the sequence of subjects discussed.

See also: 201, 258

V o c a t i o n a l

267. Fachowcy dla rolnictwa. (Specialists for Agriculture). Głos Nauczycielski. LI 1968 No. 15 pp. 6-8.

A report on the conference of teachers of agricultural schools, organized in April, 1968, in Warsaw. Leading papers were presented by Assistant Minister of Agriculture, Professor Józef Okuniewski (Present Trends in the Agricultural Policy), and by Vice-Director of the Institute of Pedagogy, Professor Michał Godlewski (Situation and Tasks of Agricultural Education). Main form of training specialists for agriculture is the network of junior colleges of agriculture designed for young farmers. According to speakers the situation in the colleges needs improvements (equipment, school buildings, teaching staff). In agricultural training practice is essential, yet theoretical bases cannot be neglected (teaching programs, textbooks). Finally, the problem of general education in agricultural schools must be remembered: developing young people's attitudes, forming their personalities, and character-building have a bearing on the future of rural Poland.

268. GODLEWSKI, MICHAŁ. Jakość i nowoczesność wyrobów a nauczanie w warsztatach szkolnych. (Quality and Modernity of Products and Training in School Workshops). Szkoła Zawodowa. 1968 No. 1(283) pp. 14-18.

The quality and modernity of industrial products are of great general interest. In order to prepare a highly qualified staff for modern industry vocational schools should include these problems in their program. Quality of products is no longer limited to technical structure and execution, other criteria are used for its evaluation (durability, efficiency, facility in exploitation, esthetics, etc.). Standards for some products have been already established, for others are still being prepared. The same evaluation of standards should be done in relation to products made in school workshops. The main criterion there should be didactic usefulness of products made during practical classes.

269. KORABIOWSKA, KAZIMIERA. Badania przydatności zawodowej absolwentów technikum na przykładzie technikum odzieżowego w Krakowie. (Examination of Vocational Utility of Technical Vocational Schools Graduates on the Example of School of Clothing in Cracow). Warszawa, Państwowe Wydawnictwa Szkolnictwa Zawodowego, 1967. 208 pp.

The book presents the results of research works conducted by the Institute of Vocational Training at the Institute of Pedagogy. The works aim at establishing a model of examining vocational utility of technical school graduates, and are based on the assumption that the best criterion for evaluating the efficiency of vocational schools is the adaptability and skills of the school graduates as displayed in their professional work. Examination of vocational utility enriches pedagogical theory, and consequently causes reform of educational system, thus becoming an integral part of teaching methods.

270. KOWALCZYK, WŁADYSŁAW. Reforma techników i liceów zawodowych. (Reform of Vocational Schools). Nowa Szkoła. 1968 No. 2 pp. 2-10.

The reform of vocational schools introduced in September, 1967, is a new phase in the development of structure and program of vocational education in our country. Vocational schools training specialists for national economy must be in keeping with the general development of economy and technology in the country. Teaching programs determined by the scientific progress provide pupils with sound theoretical bases for their future work. They correlate training with the needs of national economy (main trend in the modernization of vocational education). The reform of vocational schools concerns: the structure of the schools, nomenclature of professions, teaching programs, and teaching methods.

271. PUŻYŃSKI, ADAM. Pierwszy rok. (The First Year). Życie Warszawy. XXV 1968 No.131(7664) p. 4.

The school year 1967-68, the first year of the realization of the vocational schools reform is nearly over. Thus it is high time to evaluate the results achieved so far, and the obstacles hindering the success of the reform. The main problem seems to concern new programs of vocational subjects. The programs are far from being exhaustive, their form is often needlessly difficult and complicated,

the price of the printed booklets is surprisingly high. Moreover, teachers received new programs very late, thus having little time to adjust their schedules of teaching to new requirements. It is to be hoped that next year the situation will be improved.

272. TORBUS, WACŁAW. Nowoczesne pomoce naukowe w kształceniu zawodowym. (Modern Teaching Aids in Vocational Training). Warszawa, Państwowe Wydawnictwa Szkolnictwa Zawodowego, 1967. 222 pp.

The first textbook on the subject in Polish pedagogical literature. New teaching programs for vocational schools assign 40-60% subjects to be taught in form of practical exercises, hence the role of teaching aids is essential. Most aids must be prepared by teachers themselves, central administration cannot provide all the equipment (plans for various aids are included). The book is divided into following sections:

1. Kinds of teaching aids (according to accepted nomenclature).
2. Traditional teaching aids (drawings, graphs, slides etc).
3. Modern teaching aids (three-dimensional models, magnetic and plastic boards, teaching machines, etc.).
4. Workshops and lecture-halls equipment.
5. Subject demonstrations outside schools.

See also: 204, 206, 244

H i g h e r

273. BORUSIEWICZ, WŁADYSŁAW. W sprawie doboru kandydatów na studia w wyższych uczelniach technicznych. (Recruitment of Students for Technical Universities). Życie Szkoły Wyższej. XVI 1968 No. 4 pp 59-63.

Acceptance boards at technical universities find the candidates' knowledge of physics and mathematics inadequate, high schools and parents consider the university requirements excessive. This discrepancy of opinions is reflected in the press, radio and TV programs. To settle the problem once for all is impossible, yet some modifications in the system of recruitment can improve the situation. Final high school reports usually rightly appraise candidates' preparation for studies. It would be advisable to accept some students solely on the bases of their grades in phy-

sics and mathematics in high schools. Mathematics and physics should remain bases for the qualifying test, but examination subjects should not be time-consuming and adjusted to the average standard of high school graduates.

274. CZYŻYK, KAZIMIERZ. Wyniki doboru kandydatów na studia w roku 1967. (Results of the 1967 Recruitment of Students). Życie Szkoły Wyższej. XVI 1968 No. 4 pp. 34-49.

University entrance examinations in the academic year 1967-68 were conducted anonymously and were graded by the point system. University examinations boards followed closely the regulations of the recruitment system. Some universities conducted examination experiments; candidates for the Department of Law at the Jagiellonian University, instead of a traditional paper in history of Poland, were to write dispositions for the lecture previously presented to them. Examination questions were based on the high school program, though sometimes they were more difficult than those of the final high school examinations. Co-operation between high schools and universities in the recruitment of students is steadily developing. Statistical data pertaining to the number of candidates, places of admission, and accepted candidates are provided.

275. IŁOWIECKI, MACIEJ. Drzwi do jutra. (Gateway to the Future). Polityka. XII 1968 No. 16(581) pp. 1 and 7.

A press discussion on the structure of higher education in Poland has a long tradition. Such problems as the organization of scientific research, university status, training specialists, practical application of scientific achievements periodically reappear in the columns of popular magazines to focus the public attention. Lately, several writers undertook the problem of the anachronistic structure of universities and the necessity for its modernization. The university structure is definitely out of date: the demand for specialists greatly exceeds their supply; universities do not prepare their graduates well enough for their future profession; concentration and integration of scientific work are not well conducted; disproportions between educational and scientific tasks of the staff are increasing; development of junior scientific staff

is often thwarted by the feudal remnants in the system. The reform is badly needed, yet it must be carefully prepared and adjusted to the needs of not today but those of to-morrow.

276. JABŁOŃSKI, HENRYK. Nauki polityczne bojowym orężem naszego działania. (The Role of Political Sciences). Nowa Szkoła. 1968 No. 3 pp. 2-3.

An opening address of the Minister of Education and Higher Education at the 1st National Conference of Political Sciences, organized in December, 1967, in Warsaw. Two basic tasks of political sciences are: research and education; they serve as an important instrument of cognition, and as a weapon in the universal fight of alien ideologies. Our educational system aims at preparation of young generation for active participation in the social, vocational and cultural life of the nation. This participation cannot be complete without the knowledge of and involvement in the political problems of the country. The 1963 decision of introducing political sciences into the university program was thus motivated.

277. JĘDRZEJCZAK, KLARA. Filozofia na studiach politechnicznych. (Philosophy at Technical Universities). Życie Szkoły Wyższej. XVI 1968 No. 3 pp. 61-66.

In the academic year 1963-64, a new subject, principles of Marxist philosophy, was introduced to the study program of Poznań Polytechnic (Technical University). The idea was not to make philosophers of future engineers, but only to teach them some elements of the science to form their humanistic awareness and develop social moral and political attitudes. All classes were conducted in a form of discussions which ascertained that technical students' interests center round social and moral problems. Anonymous questionnaires filled by students at the end of the course showed their approval of the experiment.

278. KATA, WŁADYSŁAW and KRAUZE, EUGENIUSZ. Sprawność kształcenia a praca wychowawcza. (Efficiency of Studies and Educational Work). Życie Szkoły Wyższej. XVI 1968 No. 3 pp. 35-49.

One of the basic tasks of universities is to train highly qualified specialists in a given

period of time. This task, however, cannot be divorced from educational functions of universities. Besides teaching students a certain amount of scientific information universities must develop desirable social and political attitudes and form students' character. The success of educational process cannot be measured solely by students' examination results (though they are important), but also by their sense of responsibility in doing their duty and social involvement. At present, the situation in Warsaw universities is far from satisfactory, and must be improved and reformed.

279. KIETLIŃSKA, ZOFIA. Metodyczne aspekty egzaminów wstępnych. (Methods of Examining University Candidates). Życie Szkoły Wyższej. XVI 1968 No. 4 pp. 50-58.

Pedagogical experimenting is highly advisable in all forms of education (university entrance examinations included), yet an analysis of traditional existing methods is also necessary. Before attempting this analysis it is indispensable to establish the aim of examination, to establish conditions determining the realization of this aim, and to evaluate the existing practice. The Chair of Teaching Methods at Warsaw Polytechnic organized a poll on the subject which covered: high school teachers, university teachers, freshmen. The majority of respondents is in favour of the present form of the entrance examinations, though some propose slight modifications to the system. Causes of failure are seen in the poor preparation of candidates for advanced studies (60% of respondents), high requirements (25%), and examination fright (23%).

280. KUJAWSKI, EDMUND. Perspektywiczne zadania i kierunki rozwoju nauki polskiej. (Perspective Tasks and Developmental Trends of Polish Science). Nauka Polska. XVI 1968 No. 2(74) pp. 130-141.

A report on the 25th session of the Polish Academy of Sciences, organized in December, 1967. The subject of the session was the perspective plan for the development of Polish science. The leading paper was presented by Professor I. Malecki (see: 281). The subjects discussed, opposing or supporting the theses presented there, are divided into four groups:

1. General remarks concerning various aspects of the plan.
2. Developmental plans for seperate disciplines.
3. Complex research projects determined by social and economic tasks.
4. Development of institutes, scientific staff, the increase of financial endowments, international scientific cooperation.

281. MALECKI, IGNACY. Kierunki perspektywicznego planu rozwoju nauki w świetle rozwoju społeczno-gospodarczego Polski. (Perspective Plan of the Development of Science as Determined by the Social and Economic Development of Poland). Nauka Polska. XVI 1968 No. 2(74) pp. 1-22.

A paper delivered by Professor I. Malecki, at the session of the Polish Academy of Sciences, December, 1967. Works on the perspective plan of the development of Polish science have been conducted since 1965 by the Polish Academy of Sciences, in cooperation with the Committee of Science and Technology, the Planning Commission, the Ministry of Education, and all other institutions concerned. The first phase of the work is over; developmental prognostics for all disciplines are worked out, complex research programs of 37 key-problems are selected. The problem of funds for investments and financing the projects is not yet finally settled. It must be remembered that however high the endowments, they are never either too high or wasted. Science should never be treated from an utalitarian point of view, but it is also worth while remembering the profit rendered by its progress.

282. MICHAJŁOW, WŁODZIMIERZ. O nową strukturę wyższych szkół rolniczych. (New Structure of Advanced Schools of Agriculture). Życie Szkoły Wyższej. XVI 1968 No. 2 pp. 3-10.

Speech delivered by Assistant Minister of Education and Higher Education, Professor W. Michajłow, at the meeting of presidents of agricultural universities in October, 1967. The process of modernization of advanced schools of agriculture was started a few years ago with the introduction of new teaching programs, worked out by teams of theoreticians and practitioners of agricultural education. At the moment, agricultural schools modernize teaching methods (introduction of

audio-visual aids). The next problem will be the reorganization of the structure of the schools. The proposals suggested by the Ministry are following:

1. Structures will be reorganized according to the needs of seperate schools (no unified central scheme).
2. Several organizational projects will be checked experimentally, all projects will be discussed by groups of specialists before their final acceptance.

283. ORACZ, ANDRZEJ. Między szkołą a wyższą uczelnią. (Between High School and University). Wychowanie. 1968 No. 7(200) pp. 7-12.

Every year the problem of recruitment of students for universities focuses public attention. Are really the most talented always selected? Last year only 53% of high school graduates applied for admission to universities; it seems that young people from the provinces, and those from less affluent families more often give up the idea of further studies. Results of university entrance examinations of candidates from the provinces and of working class background are usually worse than those obtained by candidates from big cities and from families of higher intellectual standard, but are the latter really more talented? Talents and abilities cannot be really checked during a short examination; it would be better to begin the process of recruitment in high schools.

284. PRZECISZEWSKI, TADEUSZ. Rozmieszczenie szkół wyższych w Polsce Ludowej. (Distribution of Universities in Poland). Nowa Szkoła. 1968 No. 3 pp. 23-25.

Research on distribution of universities in Poland is conducted by the Institute of Research on Higher Education. The evaluating criteria accepted for analysis are: the number of students, the number of schools, departments and teaching staff. The presentation of gathered results begins with comparative study of the distribution of universities in Poland before and after World War II (data for 1937-38 and 1945-46). During 21 years since 1945, the number of students was multiplied five times, the school number increase was 65%. The policy of distribution is determined by the needs of national economy and culture (demand for highly

qualified specialists), hence the growing number of students of technical universities.

285. PYTKOWSKI, WACŁAW. Uwagi o organizacji studiów rolniczych. (Remarks on the Organization of Agricultural Education). Życie Szkoły Wyższej. XVI 1968 No. 2 pp. 17-23.

The division of university structure into chairs (in Polish derived from Latin cathedra) was determined by the humanistic character of universities in middle ages. The quicker the development of science, the greater the tendency to organize new chairs of specialized subjects. This regularity, however, sometimes tends to cause confusion in agricultural schools. It seems advisable to organize groups of chairs (each group being an administrative and educational unit) constituting departments. Institutes of practical application of agricultural innovations would be then attached to the groups of chairs. The proposed change would introduce some order into the present organizational system.

286. RYBARCZYK, MARIA. Kogo przyjąć na studia? (Who Should Be Admitted to Universities?) Głos Nauczycielski. LI 1968 No. 16 pp. 1 and 8.

The system of selecting candidates for university studies must be reformed. So far the selection has been conducted by the university entrance examinations checking solely the actual knowledge of the candidate without checking his moral social and political attitudes. Candidates from good urban schools and of well-educated families automatically had better chances of passing the exam and being selected for advanced studies. The recruitment process should start in secondary schools, where teachers really know their pupils thus being able to evaluate not only their knowledge but also attitudes and interests. High school students of working class origin and from rural districts should be given additional help by their teachers enabling them to compete successfully with their more fortunate colleagues.

287. SPICHALSKI, ALOJZY and MARKOWSKI, EDMUND. Użyteczność wybranych metod testowego sprawdzania wyników nauczania w wyższych uczelniach technicznych. (Applicability of Selected Methods of Testing Teaching Results in Technical Universities). Życie Szkoły Wyższej. XVI 1968 No. 2 pp. 78-88.

The bulk of teaching material in universities is increasing, the number of teaching hours is decreasing, and therefore the basic source of information becomes a written text. University teachers explain only more difficult parts of the program (the role of technical aids and practical exercises in laboratories and workshops). The knowledge acquired by students themselves in the course of independent studies must be checked. Written tests (alternative answers, many answers acceptable), though cannot substitute oral examinations, have many advantages:

1. They force students to systematic studies.
2. Eliminate poor students from oral examinations.
3. Secure objective unbiased method of controlling.

288. SUCHOŃSKI, ADAM. W poszukiwaniu nowych form egzaminu wstępnego na wyższe uczelnie. (In Search of New Forms of the University Entrance Examinations). Życie Szkoły Wyższej. XVI 1968 No. 4 pp. 64-69.

The growing number of university candidates makes the problem of selecting them increasingly difficult. There is a definite need for modifying the present examination criteria. The Department of History at the Advanced School of Pedagogy in Opole undertook an experiment extending the recruitment process to the last grade of high schools. The staff of the department visited the schools in order to observe students applying for admission to the university. On the bases of thus collected material the following conclusions were formulated:

1. Observations of candidates during history classes in school and entrance examinations increase the examination board's knowledge on the candidates' preparation.
2. Candidates can rarely motivate their choice of studies.
3. Questionnaires on the motivation of the choice of studies improve the process of selection.
4. There is a definite correlation between the proper motivation and the results of entrance examinations.

289. WALCZAK, STANISŁAW. Warunki powodzenia i przyczyny odsiewu na I roku studiów. (Determinants of Success or Failure during the Freshman Year). Życie Szkoły Wyższej. XVI 1968 No. 4 pp. 80-85.

The Chair of Teaching Methods at Warsaw Polytechnic (Technical University) organized a research work on the students' success or failure during the freshman year of their studies. The determinants can be divided into two basic groups; subjective valors of students themselves, and objective factors of the university functioning. To the first group belong such elements as:

1. Sound knowledge of the high school program (memorized information).
2. Ability to use the acquired knowledge in new situations.
3. Interest in the choice of studies.
4. Good technology of brain work.
5. Definite personality traits (diligence, industry).

The second group includes two basic factors:

1. Good organization of the teaching process, and application of efficient methods of teaching.
2. Living and study conditions of students.

290. WOŁOSZYN, STEFAN. W sprawie zasad, form i metod pracy wychowawczej w uczelni. (Forms and Methods of Educational Work at Universities). Życie Szkoły Wyższej. XVI 1968 No. 3 pp. 50-60.

There are two main levels of intensification of educational role of universities: combining teaching with research, increasing the impact of university on the environment. The first objective can be achieved by:

1. Improving teaching process.
2. Cooperation between university authorities, tutors, advisors, students' organizations.
3. Including students in the university research projects.
4. Developing activities of students' clubs and contact with graduates.
5. Keeping in touch with parents (especially of freshmen).

In order to achieve the second objective universities must:

1. Improve the forms of students' in - plant training.
2. Organize various forms of social works.
3. Analyze and prevent social reasons of educational failures.

291. ZARZYCKA-SKRZYPEK, JOLANTA. Motywacja wyboru kierunku studiów i preorientacja kandydatów. (Motivation for the Choice of Studies and Vocational Pre-orientation of Candidates). Życie Szkoły Wyższej. XVI 1968 No. 4 pp. 125-130.

The success of educational activity is to a large extend determined by the motivation of studies, and students' attitude. Anonymous questionnaires answered by freshmen of Warsaw Polytechnic serve to evaluate these problems. Material selected in the 1967 investigation prompt optimistic conclusions: 80% of the respondents motivate their choice of studies by interests and talents in the chosen field. 90% of the respondents are satisfied with the choice made. The vocational preorientation of freshmen is less satisfactory, however. Though the majority of freshmen tried to obtain some information on the selected major, only the minority applied to sources qualified for supplying the information. Only less than 1% consulted their choice with psychologists of the vocational advisory centers.

See also: 264

A d u l t

292. BIELA, EMIL. Wiedza dorosłych o polskich malarzach i muzykach. (Adults' Knowledge of Polish Artists and Musicians). Oświata Dorosłych. XII 1968. No. 3(92) pp. 132-137.

Development of culture is accompanied by the popularization of art. Contact with art improves man, increases his knowledge, provides pleasure and entertainment. Last years of the 20th century witness the growth of the role of art in the life of society. Mass media, public exhibitions, open art galleries, popular concerts render art really democratic, yet to make it accessible to all, it must be adjusted to the knowledge of the public. The investigation was conducted in a small town by means of questionnaires, interviews and observations, and concerned adults' knowledge of Polish artists and musicians. Despite the fact that all the respondents professed interest in art, their knowledge was far from satisfactory.

293. BERNAŚ, TADEUSZ. O szerzeniu wiedzy pedagogicznej wśród rodziców. (Popularization of Pedagogy for Parents). Oświata Dorosłych XII No. 3(92) pp. 253--256.

The program of popularization of pedagogy for parents is conducted by various organizations (schools, Trade Unions, the Women's League,

the Society of Lay Schools, etc.). The program must be adjusted to the needs, mentality and knowledge of its recipients.The needs of rural districts are quite different from those of big cities. The subjects of lectures and discussions must be well formulated and related to definite pedagogical situations and problems. Lecturers must be well prepared for their job. Beside obvious abilities of a good speaker, they must also have a thorough knowledge of the subject presented. It also seems that it is better to start the action with occasional lectures, which, if they prove successful can be transformed into a regular course.

294. KRAJEWSKA, KAROLINA. Bibliografia Oświaty dorosłych za okres 1 XII-31 XII 1967 r. (Bibliography of Adult Education for December, 1967).Oświata Dorosłych. XII 1968 No. 3(92) pp. 191-192.

A serial bibliography published regularly in the Oświata Dorosłych (Adult Education) monthly. Contains bibliographical annotations of all books and articles pertaining to adult education in Poland. This issue covers December, 1967, and contains following sections:
1. General Problems.
2. Adult Studies and Self-Instruction.
3. Cultural and Educational Activity.
4. Reading Interests.

295. MATUSZCZAK, ALOJZY. Samokształcenie i samodzielna praca uczniów liceów ogólnokształcących dla pracujących. (Self-Instruction and Independent Work of Students of High Schools for Adults). Oświata Dorosłych. XII 1968 No. 3(92) pp. 156-160.

One of the main tasks of teachers of high schools for adults is to develop their students' habits of independent studies.In order to achieve this aim teachers should:
1. Make the students use in studies their information and skills acquired in the course of their vocational work.
2. Apply appropriate time-saving teaching methods.
3. Develop all forms of self-instruction and independent acquisition of knowledge.

The time budget of adult students differs from that of young students, teachers should therefore cut off all these duties which,without really prompting students progress, consume much of their time (ex. homework assignments of mechanical exercises).

296. PÓŁTURZYCKI, JÓZEF. Ucz się sam. (Teach Yourself). Warszawa, Wydawnictwo Związkowe CRZZ, 1967. 223 pp.

Specific character of modern life increases the role of self-instruction. Libraries, museums, exhibitions, theatres, films, radio and TV programs provide a great amount of information prompting intellectual and cultural development of people. Modern man must be able to select in the great mass media program those sections and items which are most interesting and profitable to him, in other words he must be able to organize his own self-instruction program. The task is not easy, especially for those who have not acquired the habit of independent studies in the course of school attendance. The present work can serve as a textbook on the technology of self-instruction (the subtitle of the book).

297. ZAWADZKA, ELŻBIETA. Kształcenie korespondencyjne. (Correspondence Studies). Warszawa, Państwowe Wydawnictwo Naukowe, 1967. 237 pp.

Adult education program plays an important social role in Poland. Schools of various levels (primary through advanced) serve as social levellers offering equal chances of obtaining education or profession regardless of age and social status. Correspondence high schools have a long history both in Poland and abroad. On a basis of a correspondence high school in Toruń founded in 1950, the author discusses the organization of this type of adult training, methods of teaching and studying, and motivation of studies there. The last problem is discussed in view of results obtained in questionnaires answered by students of the school.

M i s c e l l a n e o u s

298. BEREK, JERZY. Pałac młodzieży sprzymierzeńcem szkoły. (Cooperation between the Palace for Youth and Schools). Problemy Opiekuńczo-Wychowawcze. 1968 No. 3(116) pp. 30-33.

The Palace for Youth in Warsaw was opened 11 years ago. Since that time many changes occured in schools, youth organizations, families and in the whole society, all of them prompting changes in the character of this

institution. Nowadays its chief aim is to organize the leisure time of children and adolescents. The motto of all works organized in the Palace for Youth is: school children need relaxation not additional classes. Yet the practice of the institution proved that sheer enterainment divorced from interests and tastes does not satisfy young people. They do not object to working and learning providing it is done in an interesting way and voluntarily. The program of activities organized in the Palace tries to satisfy their needs.

299. JABŁOŃSKI, HENRYK. Pomoc ruchu przyjaciół harcerstwa w obywatelskim wychowaniu młodzieży. (The Role of the Society of Pathfinders' Friends in the Citizenship Education of Young People). Problemy Opiekuńczo-Wychowawcze. 1968 No. 3(116) pp. 2-13.

A paper presented by the Minister of Education, Professor Henryk Jabłoński at the meeting of the Main Council of Pathfinders' Friends, on February 2nd, 1968. The aim of the Council is the organization of financial aid and moral support for the Pathfinders' Association (the Polish scouting movement). Problems of educating young generation are in the center of interest. The future of socialism in Poland is dependent on the education given the young now. Thus conceived education is a preparation for active participation in social life, vocational work, and cultural activity, and cannot be conducted exclusively in classrooms, laboratories and lecture halls. The Pathfinders' Association helps to develop social and political attitudes of the young thus preparing them for their future tasks.

300. RUBASZKIEWICZ, KRYSTYNA. Z zagadnień współpracy Muzeum Narodowego ze szkołą. (Cooperation between the National Museum and Schools). Plastyka w Szkole. VIII 1968 No. 3(68) pp. 68-78.

The National Museum in Warsaw started its educational program a long time ago, aiming at development of artistic perception of the young generation. In the work of this kind cooperation of schools is indispensable yet it has never been sufficient. It seemed that after the introduction of artistic education to the teaching programs of all schools in 1963, the attendance

of school pupils in art galleries would increase, yet school authorities still find museums visits too troublesome. The Museum organized various forms of educational activity for school children (guided museumtours, lectures, educational exhibitions, Club of Museum's Friends), yet without the cooperation of schools, the program cannot be entirely successful.

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